

Connecting ELL Students to High- Interest Texts and Authentic Writing Tasks

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As a teacher with a Spanish concentration, my students that are ELL students are close to my heart. I have a strong desire to help them succeed in the classroom because of their language barrier. I have noticed the lack of skill and production of quality work since I have been in the classroom. If I work one-on-one with a student, I can see how much potential that they have. I want to help these students connect to reading and writing. I chose this project because I wanted to discover if allowing them to read texts of interest would improve their work. I worked with three students in my classroom. One student does not usually complete her work on time if at all and has little support at home. Another student seems to comprehend more in class, but is not focused or motivated to complete his work. The final student has actually passed out of the ELL program at school, but still noticeably struggles with the quality of his work. I wanted to compare these students' work ethics and products with each other, as well as with other members of the class who are performing on grade level. In this paper, I want to discuss the following aspects of my project: the process that I used to complete this project, the strategies that I used, each student's individual work, and my findings and conclusions.

### ***Process***

I administered three types of interest inventories to these students one-on-one. I used an Elementary Reading Attitude Survey, an Initial Self-Assessment: Reading, and a Student Interest Inventory. I read each statement aloud to the students to support the language barrier, translating words into Spanish if needed. I chose these three assessments because they each targeted a different part of the students' desire to read. The first assessment was very easy for the students to complete. It had pictures of the cartoon character Garfield that the students were to circle. Garfield was presented in four different ways: ecstatic, content, not amused, and disgusted. Each statement on the assessment related to when, where, and how the student liked to read. The

second assessment targeted the genres and types of books the students liked to read. Lastly, the third assessment asked more questions concerning the students' backgrounds and general likes and dislikes.

I used the combined information from these three assessments to determine what type of books I wanted to choose for each student to match their interests. I chose short texts that the students were be able to read in one week. I used the guided reading resource room at my internship to easily find books on the students' reading levels. After I chose the books, created an authentic writing task for them to complete over the next 1-2 weeks. Before they began this writing task, I met with the students as a group so that they could share what they had learned from their texts. Instead of having the students write in a journal about their thoughts while reading, I had them take about one page of notes, and then I created graphic organizers for them to complete to help them synthesize their understanding and thoughts about the book that they read. During the completion of their writing task, I met with them individually to make sure they were completing the task well, editing their work, and creating a great product.

### ***Strategies***

I used strategies from articles that I researched to help me support my students during this project. I had to be mindful of the students' home lives. I knew that they would not receive much help at home, so I planned this project into my lesson plans by working with these students in the morning during morning work time. I also knew that they were absent often, so I would need to work with them every chance I got. While I did not conduct home visits as Perez and Holmes suggested in their article "Ensuring Academic Literacy for ELL Students," I did make sure that I was aware of their situations, and I had a few questions regarding home life on their interest inventories to gain some basic information. Another strategy that I used with these students was

“using gestures, visuals, demonstrations, and appropriate speech (e.g., clearly enunciated speech that minimizes the use of idiomatic expressions and complex sentence structures)” (Perez, 2010). I even explained instructions or details of their projects in Spanish for them if it seemed that they were not comprehending what I was asking of them. I made sure to speak slowly and have them follow along as I read directions or showed them examples. A third strategy that I used with my students was to give them an authentic writing task with an audience. I was able to create an authentic writing task for each student by using the interest inventories to choose texts and writing pieces that would be authentic to them as an individual. In his article, “State Writing Assessment: Inclusion of Motivational Factors in Writing Tasks,” Olinghouse states, “Authenticity of writing tasks has been emphasized in past research literature as a way of facilitating students’ motivation to write.” In this same article, Olinghouse also discussed the importance of having a connection to the audience and a real-world relevance. I wanted the connected writing tasks to be motivational in that they had an authentic audience to write to. I wanted them to be excited about creating a writing piece because they cared about the topic, and they knew that they had purpose in writing.

### ***Blanca***

Blanca is a quiet student who doesn’t mind sharing things with her teachers one-on-one, but who unfortunately doesn’t turn in much work on time if at all. I was most worried about doing this project with this student because I was afraid to loan her a book and create materials for her. I did not think I would ever see the materials again. She is quite disorganized and doesn’t receive much support from home. Her parents do not speak any English, and therefore, do not communicate with the school very much. I was very hopeful for Blanca with this project. I wanted her to be able to learn responsibility as well as enjoy this project. According to her



## Elementary Reading Attitude Survey

School \_\_\_\_\_ Grade \_\_\_\_\_ Name Bianca

Please circle the picture that describes how you feel when you read a book.

1. How do you feel when you read a book on a rainy Saturday?



2. How do you feel when you read a book in school during free time?



3. How do you feel about reading for fun at home?



4. How do you feel about getting a book for a present?



Please circle the picture that describes how you feel when you read a book.

5.

How do you feel about spending free time reading a book?



6.

How do you feel about starting a new book?



7.

How do you feel about reading during summer vacation?



8.

How do you feel about reading instead of playing?





Please circle the picture that describes how you feel when you read a book.

9. How do you feel about going to a bookstore?



10. How do you feel about reading different kinds of books?



11. How do you feel when a teacher asks you questions about what you read?



12. How do you feel about reading workbook pages and worksheets?



Please circle the picture that describes how you feel when you read a book.

13.

How do you feel about reading in school?



14.

How do you feel about reading your school books?



15.

How do you feel about learning from a book?



16.

How do you feel when it's time for reading in class?





Please circle the picture that describes how you feel when you read a book.

17. How do you feel about stories you read in reading class?



18. How do you feel when you read out loud in class?



19. How do you feel about using a dictionary?



20. How do you feel about taking a reading test?



Blanca

## Initial Self-Assessment: Reading

1. I enjoy reading the following types of print:					
<input checked="" type="checkbox"/>	books	<input type="checkbox"/>	magazines	<input checked="" type="checkbox"/>	newspapers
<input checked="" type="checkbox"/>	poems	<input checked="" type="checkbox"/>	short stories	<input type="checkbox"/>	plays

2. I choose to read books that are not assigned in school...					
<input type="checkbox"/>	often	<input checked="" type="checkbox"/>	sometimes	<input type="checkbox"/>	never

3. My attitude about reading is...					
<input checked="" type="checkbox"/>	positive	<input type="checkbox"/>	neutral	<input type="checkbox"/>	negative

If you answered negative, why?

4. I like to read books from the following genres: Check as many as you like					
<input checked="" type="checkbox"/>	nonfiction- informational	<input checked="" type="checkbox"/>	nonfiction- autobiography/ biography	<input checked="" type="checkbox"/>	historical fiction
<input checked="" type="checkbox"/>	science fiction	<input checked="" type="checkbox"/>	fantasy	<input type="checkbox"/>	dystopian/ apocalyptic fiction
<input checked="" type="checkbox"/>	realistic fiction- adventure	<input type="checkbox"/>	realistic fiction- romance	<input type="checkbox"/>	realistic fiction- mystery
<input type="checkbox"/>	realistic fiction- humor	<input type="checkbox"/>	Graphic Novels/ Comics/Manga	<input type="checkbox"/>	Other:

Name Blanca

## Student Interest Inventory

1. What name do you like to be called? Blanca
2. In what country were you born? Mexico
3. What languages do you speak? Spanish and English
4. Who do you live with? Mom, Dad, 2 sisters, Dad's Brother, 2 Nis

5. Tell me the names and ages of your brothers and sisters.

I have a sister's named Nayeli she is 12 years old. I also have my other sister named Mary she is 18 and I have have my father adito I do not now his age because he moved when I was a baby and went with my mother

6. List your favorite:

Color Pink  
 Food Spagety and meat balls  
 Pop \_\_\_\_\_  
 Fruit Watermelon  
 Candy Ring Pop  
 Snack fruit roll  
 Dessert \_\_\_\_\_  
 Drink Lemonade  
 Restaurant China Buffet  
 Animal Dog  
 Subject in school Books

TV Show Frozen  
 Movie the Mama  
 Music group come Music  
 Singer Natty Pearey  
 Musical instrument trumpet  
 Cartoon camp lake bottom  
 Type of car J.P  
 Holiday Christmas  
 Day of the week Friday  
 Season of the year Summer  
 Store The Frozen

7. What is your favorite book? The Swan trampet
8. What book would you like to read? the sun
9. How much time do you spend on a computer at home each day? 30 min
10. When you use the computer, are you doing work, chatting, emailing, playing games, downloading music, or surfing the internet? Sometime I download Learning Games and Story's
11. List 5 words you would use to describe yourself. Nice, helpful, Pretty, wonderfully Readable



Book Debrief: Blanca

<p>What was your favorite part of the book and why?</p>	<p>my favet Part was when Jane started the acenter Because I felt that I was in the acenter too.</p>
<p>How did this book make you feel?</p>	<p>Like if I was Part of oventer too.</p>
<p>Did you enjoy the book? If so, why? And if not, why not? Do you think the book was easy to read because you enjoyed it?</p>	<p>Yes, Because wen I started I felt I that that Jan wold Gust flot in a hat air Baloon But She had aventers with animals.</p>
<p>Was this book fiction or non-fiction? How do you know?</p>	<p><u>Fiction</u> Because it hae charater, it had Seting Problems.</p>



<p>If you could choose any place in the world to visit, where would it be and why?</p>	<p>in the jungle because that a lot of animals and you can have many adventures like Jane.</p>
<p>What would you do in this place?</p>	<p>I would meet many different animals and have many different adventures.</p>
<p><b>Task</b></p>	<p>Choose from one of the following places in Africa: Cape Town, South Africa; Zimbabwe, or Kenya that you would like to visit like Jane did in the story. Research this place and make a list of activities that you could do there or landmarks that you could see there. Create a survey with the list of activities and landmarks and their descriptions. Take a survey from your class to see which activity the students would prefer to do or see. Predict which activity most people would want to do.</p> <p>Here are some websites to get you started with your research:</p> <p><a href="http://www.africansafarihome.com/">http://www.africansafarihome.com/</a></p> <p><a href="http://www.tripadvisor.com">www.tripadvisor.com</a></p> <p><a href="http://www.lonelyplanet.com">www.lonelyplanet.com</a></p>

# African Activities Survey for Ms. Dobbins' 3<sup>rd</sup> Grade Class

Country: South Africa

Activity/ Landmark	Description	How many students
Hiking and canyoning xors	Hike table mountain Ridgway Ramblers Day xors alown tals	
Two Oceans Aquarium	the two oceans Aquarium is a window into the spectacular oceans surrounding the southern Africa	
Rhion Africa safaris	the offer day tours in the Camp winelands and Point region	
3 Surfing and windsurfing	Stoked School of Surf Lessons and Surf trips High five kits Surf School and Aventers Surf Stars African-Day Classes	 

Prediction  
✓

Name of Surveyor: Blanca

interest inventories, Blanca thoroughly enjoys reading. She gave high marks to all the statements about reading in the Garfield assessment except for reading over summer break and reading aloud in class- both of which are understandable. I know that reading aloud in class can be very daunting to an ELL student, but I also know that choral reading can be quite helpful. Choral reading allows the ELL student to hear others reading in English. In addition, the ELL students know that no one is really listening to them specifically, so they can attempt to read freely without judgment. On the self-assessment, Blanca indicated that she liked to read newspapers, books, poems, and short stories. She indicated that she enjoyed genres including: nonfiction-informational, science fiction, realistic fiction-adventure, nonfiction-biography, historical fiction, and fantasy. On the final interest inventory, Blanca wrote that her favorite book is The Swan Trumpet. With all of this information, I found a book for Blanca that was entitled Jane in the Jungle by Myka-Lynne Sokoloff. This book is a fiction, adventure story. The young girl in the story used her imagination to travel to Africa and write her Aunt Edna letters about the things that she was doing while there. This book included many adventures and animals. Blanca's graphic organizer from her reading of the text was very difficult to understand. Her spelling is well below grade level, and sometimes her sentences are not complete thoughts. She was very repetitive in what she wrote about the book. Her main points were that she felt like she was on the adventure too, and she would like to go on an adventure to see animals just like Jane did. While Blanca read the book in full the day I gave it to her, I had to constantly prod her to finish her writing portion of the product. Blanca said that she liked realistic fiction-adventure, so I wanted to create a task that could make this more real-world for her. I chose to have Blanca research a country in Africa and choose four different activities to do or landmarks to see. She had to write a description of each activity, predict which activity she thought her classmates

would want to do most, and take a survey of the class to test her prediction. To support Blanca, I gave her a template to write in as well as chose three countries in Africa for her to choose from. In addition, I created a small list of websites for her to use to find her activities, landmarks, and descriptions. She said that she did not have a computer at home, but that she had a tablet so that she could do her research. She chose the country of Cape Town, South Africa. Ultimately, I had to ask Blanca to use her morning work time to complete this task for me. I set her up on a website and showed her how to find activities. I had to give her a lot more support than I anticipated. She looked very confused when I would read descriptions or give her instructions, so I had to repeat them for her in Spanish. I think that building more background knowledge for her would've been good. She picked four activities and gave the survey to the class. Her prediction was correct! Unfortunately, upon further examination of her activities chart, I noticed that she had copied the descriptions directly from the website. Paraphrasing was probably too hard of a concept for her, especially since her background knowledge on the activities was too low for her to fully understand the vocabulary used in the descriptions. She could not even read her own writing to her peers to explain the activities. Although I think she enjoyed the book, the activity was too ambitious for her, and I saw no writing improvement.

### ***Anthony***

Anthony is a student who has really grown this year. At the beginning of the year, he was very shy. He is still pretty shy with adults but has really blossomed around his peers. He has become more open to answering questions aloud in class, and seems to enjoy doing work on most days. However, Anthony does not seem to receive a lot of support at home either, and does not turn much in on time if at all. Anthony doesn't love to write, but he has beautiful handwriting, and his spelling is improving consistently. According to his interest inventories,



# Elementary Reading Attitude Survey

School \_\_\_\_\_ Grade \_\_\_\_\_ Name Anthony

Please circle the picture that describes how you feel when you read a book.

1.

How do you feel when you read a book on a rainy Saturday?



2.

How do you feel when you read a book in school during free time?



3.

How do you feel about reading for fun at home?



4.

How do you feel about getting a book for a present?



Please circle the picture that describes how you feel when you read a book.

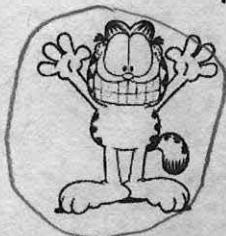
5.

How do you feel about spending free time reading a book?



6.

How do you feel about starting a new book?



7.

How do you feel about reading during summer vacation?



8.

How do you feel about reading instead of playing?





Please circle the picture that describes how you feel when you read a book.

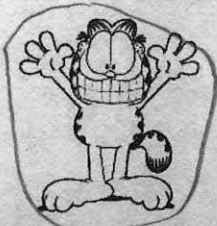
9.

How do you feel about going to a bookstore?



10.

How do you feel about reading different kinds of books?



11.

How do you feel when a teacher asks you questions about what you read?



12.

How do you feel about reading workbook pages and worksheets?



Please circle the picture that describes how you feel when you read a book.

13.

How do you feel about reading in school?



14.

How do you feel about reading your school books?



15.

How do you feel about learning from a book?



16.

How do you feel when it's time for reading in class?





Please circle the picture that describes how you feel when you read a book.

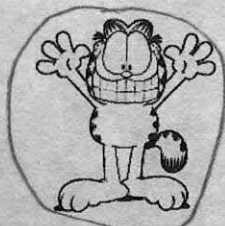
17. How do you feel about stories you read in reading class?



18. How do you feel when you read out loud in class?



19. How do you feel about using a dictionary?



20. How do you feel about taking a reading test?



Anthony

## Initial Self-Assessment: Reading

1. I enjoy reading the following types of print:					
<input checked="" type="checkbox"/>	books	<input type="checkbox"/>	magazines	<input type="checkbox"/>	newspapers
<input type="checkbox"/>	poems	<input type="checkbox"/>	short stories	<input type="checkbox"/>	plays

2. I choose to read books that are not assigned in school...					
<input type="checkbox"/>	often	<input checked="" type="checkbox"/>	sometimes	<input type="checkbox"/>	never

3. My attitude about reading is...					
<input type="checkbox"/>	positive	<input checked="" type="checkbox"/>	neutral	<input type="checkbox"/>	negative

If you answered negative, why?

4. I like to read books from the following genres: Check as many as you like					
<input type="checkbox"/>	nonfiction- informational	<input type="checkbox"/>	nonfiction- autobiography/ biography	<input type="checkbox"/>	historical fiction
<input type="checkbox"/>	science fiction	<input type="checkbox"/>	fantasy	<input type="checkbox"/>	dystopian/ apocalyptic fiction
<input checked="" type="checkbox"/>	realistic fiction- adventure	<input type="checkbox"/>	realistic fiction- romance	<input checked="" type="checkbox"/>	realistic fiction- mystery
<input type="checkbox"/>	realistic fiction- humor	<input checked="" type="checkbox"/>	Graphic Novels/ Comics/Manga	<input type="checkbox"/>	Other:

Name Anthony

## Student Interest Inventory

1. What name do you like to be called? \_\_\_\_\_
2. In what country were you born? Mexico
3. What languages do you speak? spanish
4. Who do you live with? my mom
5. Tell me the names and ages of your brothers and sisters.  
My brother is 1 my other brother is 5 my sister  
is 10 my other sister is 12 and I am 9.
6. List your favorite:
 

Color <u>Green</u>	TV Show <u>nick</u>
Food <u>pizza</u>	Movie <u>The mask of zorro</u>
Pop _____	Music group _____
Fruit <u>apple</u>	Singer _____
Candy _____	Musical instrument _____
Snack <u>chips</u>	Cartoon _____
Dessert _____	Type of car <u>van</u>
Drink _____	Holiday _____
Restaurant _____	Day of the week <u>Friday</u>
Animal <u>Panther</u>	Season of the year <u>spring</u>
Subject in school _____	Store <u>Dollar</u>
7. What is your favorite book? The sand maker
8. What book would you like to read? Fox
9. How much time do you spend on a computer at home each day? 2:40 3:00
10. When you use the computer, are you doing work, chatting, emailing, playing games, downloading music, or surfing the internet? I go to google
11. List 5 words you would use to describe yourself. nice shi fun



What was your favorite part of the book and why?	My favorite part is when the Pony came to the boy because the Pony said he is Part mother Earth
How did this book make you feel and why?	The book made me feel happier Earth
Did you enjoy the book? If so, why? And if not, why not? Did you feel that the book was easier to read since you enjoyed it?	I enjoy the book because it was a happy book
Was this a fiction or non-fiction story? How do you know?	I think it is fiction because the Pony is Part mother Earth



<p>If you could add or change anything about this book, what would it be?</p>	<p>I will change the Pony is part god. Make the boy a girl.</p>
<p>Why do you think that Caron Lee Cohen wrote this book? What questions would you ask her?</p>	<p>To entertain people.</p>
<p><b>Task</b></p> <p>Due Friday 3/27</p>	<p>Write a letter to Caron Lee Cohen, asking her questions that you have about the book. Tell her your new ideas about what you would like to add or change.</p> <p>Be sure to include the following parts:</p> <p>Greeting: Dear Ms. Cohen,</p> <p>Introduction paragraph: Introduce yourself! Tell her a little bit about you. Tell her what book you read.</p> <p>Body paragraph: Tell her what you liked about the book, what you would add or change, etc.</p> <p>Closing paragraph: Ask her questions and tell her that you would like to receive a letter from her!</p> <p>Closing: Sincerely, Anthony</p> <p>We will send this letter to her, and hopefully get a response from her!</p>

Hi Caron Lee, my name is Anthony. I want to ask you how did you think of the book The Mad Pony? I will change the Pony is part god. And Make the boy into a girl. I think you made this book to entertain people. why did you make this book? why did you want to make this book? How did you feel making this book? Why did you want to make the boy a boy? Why did you make the Pony a girl Pony?

sincerely, Anthony

Anthony enjoys reading, but would rather be playing when he has free time at home. Anthony gave fairly high marks for every reading statement on the Garfield assessment that dealt with reading at school, except for the statements about taking tests or doing reading worksheets. On the self-assessment, he indicated that he only liked to read books that were realistic fiction-adventures and mysteries or graphic novels/comics. When filling out the interest inventory, Anthony said that his favorite book is The Sand Maker. I knew that with this information, I wanted to find him a book that would be adventurous and engaging. I chose the book The Mud Pony by Caron Lee Cohen. This book was about a young boy who was growing up in an Indian tribe without any friends. He created a pony out of mud to be his “friend.” In the night, the pony came to life and became his guide from “mother earth.” The young boy gets separated from his family, and the pony helps him find his tribe and eventually become the chief. I found it interesting that Anthony wrote in his graphic organizer that his favorite part of the book was when the pony said that he was part mother earth; however, Anthony wrote that one thing he would change about the book is that the pony would be part god instead of part mother earth. Anthony was able to determine that the book was fiction because he knew that a pony could not be part mother earth in real life. Anthony said that he enjoyed the book, and he read it soon after I gave it to him. For his authentic writing task, I wanted him to write a letter to the author of the book. I wanted him to ask the author questions and tell her some ideas that he had while reading the book or things that he might have written differently. We have been doing lots of letter writing recently, and Anthony is someone who likes to share his ideas. He asked the author questions about why she wrote the book and how she chose the gender of the characters. In the graphic organizer, Anthony wrote that he would change the boy character to a girl. In his letter, he told this to the author and also asked her why she chose for the pony to be a girl. I tried to



discuss these ideas with him verbally, but he didn't really have much explanation for why he wanted to know these answers. I am hoping to receive a response from the author. Anthony did well with this writing task. We edited the letter together to correct minor spelling and capitalization errors. He struggled with repeating himself with slightly different wording. There was not much sentence structure difference in his letter. Again, as with Blanca, I had to prod him to finish his letter. I eventually had him come to the back table and work with me. He chose to re-read the book before completing the letter. I think that he really enjoyed the book! However, I did not see much writing improvement.

### *Eric*

Eric is a student who has already been released from the ELL program, but he is still below grade level in reading, and his writing still contains below grade level spelling and phrasing issues. Eric can tend to be very talkative in class, but he is pretty faithful to turn in his work. As with Anthony and Blanca, we do not receive much contact or support from home. According to Eric's interest inventories, reading would not be his first choice of an activity. Eric marked most of the Garfield survey with the content Garfield, but very few received the ecstatic Garfield. He very clearly does not enjoy reading at home. In his self-assessment, Eric said that he liked to read short stories containing science or historical fiction. Eric's favorite book is Monster Trucks. I was a little surprised by Eric's choices in genres. I made a different kind of decision for choosing his book. I noticed him drawing and doodling cars during class, and because he said that his favorite book was about monster trucks, I decided to find him a book about cars. I didn't totally disregard his inventories, because I wanted to find a book that talked about the history and science of cars- how they came about, how they work, what they're made of. I chose a book called New Car Design by Peter Economy. It included all of the elements about cars that I

# Elementary Reading Attitude Survey

School \_\_\_\_\_ Grade \_\_\_\_\_ Name Eric

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3. How do you feel about reading for fun at home?



4. How do you feel about getting a book for a present?



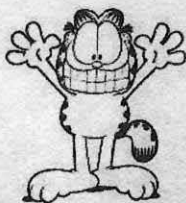


70 y total/consig  
2700

Please circle the picture that describes how you feel when you read a book.

5.

How do you feel about spending free time reading a book?



6.

How do you feel about starting a new book?



7.

How do you feel about reading during summer vacation?



8.

How do you feel about reading instead of playing?

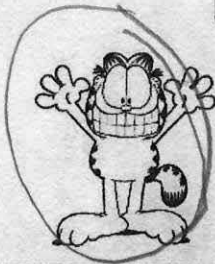




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13.

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14.

How do you feel about reading your school books?



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How do you feel about learning from a book?



16.

How do you feel when it's time for reading in class?





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19. How do you feel about using a dictionary?



20. How do you feel about taking a reading test?





ERIC

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<input type="checkbox"/>	realistic fiction- adventure	<input type="checkbox"/>	realistic fiction- romance	<input type="checkbox"/>	realistic fiction- mystery
<input type="checkbox"/>	realistic fiction- humor	<input type="checkbox"/>	Graphic Novels/ Comics/Manga	<input checked="" type="checkbox"/>	Other:

Name

ERIC

## Student Interest Inventory

1. What name do you like to be called? ASAM
2. In what country were you born? north carolina
3. What languages do you speak? maxcan
4. Who do you live with? \_\_\_\_\_
5. Tell me the names and ages of your brothers and sisters.  
\_\_\_\_\_  
\_\_\_\_\_

6. List your favorite:

Color black  
 Food pezza  
 Pop blow pop  
 Fruit orange  
 Candy blow pop  
 Snack apples  
 Dessert cake  
 Drink soda  
 Restaurant maxcan restaurant  
 Animal bull  
 Subject in school math

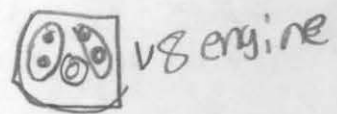
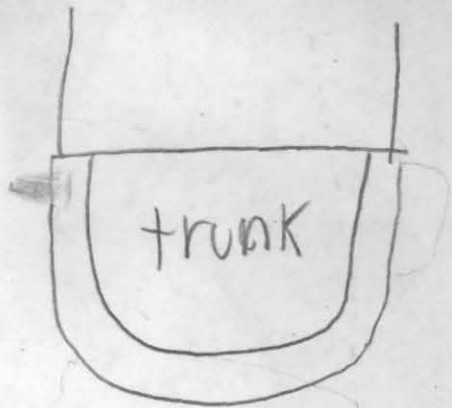
TV Show \_\_\_\_\_  
 Movie \_\_\_\_\_  
 Music group \_\_\_\_\_  
 Singer \_\_\_\_\_  
 Musical instrument \_\_\_\_\_  
 Cartoon Tom and Jerry  
 Type of car Lamborghini  
 Holiday Christmas  
 Day of the week Thursday and Friday  
 Season of the year December  
 Store Toys R Us

7. What is your favorite book? Monster trucks
8. What book would you like to read? MONSTER TRUCKS
9. How much time do you spend on a computer at home each day? 1 hour
10. When you use the computer, are you doing work, chatting, emailing, playing games, downloading music, or surfing the internet? playing games
11. List 5 words you would use to describe yourself. Reader playful  
gamester fruity cater

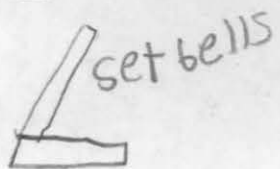
<p>What was your favorite part of the book and why?</p>	<p>My favorite when Harry Ford built the quadricycle because no top and no doors.</p>
<p>How did this book make you feel?</p>	<p>It feel good reading the car book because I like cars.</p>
<p>Did you enjoy the book? If so, why? And if not, why not? Do you think the book was easy to read because you enjoyed it?</p>	<p>Yes I enjoy the book it make the book easier to read.</p>
<p>Was this book fiction or non-fiction? How do you know?</p>	<p>Non-fiction because the cars are not fiction like a fairytale.</p>



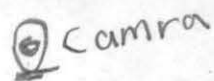
<p>Why do people use cars today instead of horses or walking?</p>	<p>Because car take people where they want to be, people don't use horses because horses it not that fast And also because cars are faster</p>
<p>What do you think are the most important parts of a car?</p>	<p>The motor and wheels because the motor make the car go and the wheels make the car walk, And also the speed because you want something to take you from point A to point B fast, And also how the car looks like is it a family car or a sports car</p>
<p>Task</p>	<p>Create your own car and create a brochure that describes the car.  The brochure will be a tri-fold (typed or hand-written).  We will be sending this brochure to a local auto shop to see if they like your car!  Include the following information:</p> <ul style="list-style-type: none"> <li>- Name of the car</li> <li>- Type of engine</li> <li>- Design features</li> <li>- Safety features</li> <li>- Special added features</li> <li>- Who would most likely drive this car? (a mom, teenager, old person, male, female)</li> <li>- A picture or drawing of the car</li> <li>- Use the back page of the brochure to write a paragraph (4-6 sentences) that would convince someone that this car is the car that they should buy.</li> </ul>



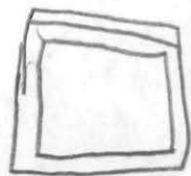
V8 engine



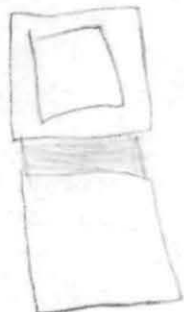
set bells



camera



Smart screen



Epic

the car parts is  
a v8 engine, design  
trunk, safety set belts,  
a camera in the back  
to see what going on back  
a smart screen that  
have pandora, gps, google  
wifi, youtube, and a dvd  
player.

They could buy this  
car because is safety  
to drive and it is perfect for  
the family. The car  
have a camera that you  
can see what's happening  
in the back of the cars  
in the back. The car have  
a big trunk in the back  
so when you go shopping  
the trunk will be wide  
and big to fit everything  
inside. The screen in  
the front is a screen  
that have pandora, wifi,  
google, youtube, and a dvd  
player for kids.

The car is a  
chevrolet car.



thought he would be interested in. This book was non-fiction and was actually quite lengthy. I expected more from Eric with the project than with the other two students, and I was not disappointed! As soon as I showed him the book, he was thrilled and finished it that day. I was very pleased to see him reading so much and so often (every time he had a free moment in class!). In his graphic organizer, Eric mentioned that his favorite part of the book was when Henry Ford built the quadricycle because it didn't have a top or doors. He also stated the most important parts of the car are the motor and the wheels because they help get you from Point A to Point B quickly. The writing task that I chose for him was to design his own car and create a brochure that showed the details of the car. He also had to include a short paragraph that should convince someone to buy his car. His audience would be a mechanic at a car shop. The mechanic is going to give him some feedback about the parts he chose for the car, and what he could add to make it even better. Eric was extremely eager to get started on his project. He even wanted to take it home and work on it over the weekend! Originally, I had wanted to have Eric type into a brochure template on Word, but I quickly found that was a little too difficult for him to maneuver. In his brochure, he was able to write about the car parts and special features with ease. His paragraph that explained why someone should buy his car was well thought out, and he aimed his selling points towards a family-oriented car. He included things such as: large trunk space for grocery shopping, a camera to see behind you, and a screen that the kids could watch movies and listen to music with. He drew pictures of the special features on the inside panel, and drew a model of the car on the back panel. He struggled with the orientation of the brochure. I think that I assumed that he would've had experience with brochures, but I could've gotten one to show him as an example first. I have never seen Eric more motivated to do anything in class

before this project. Of the three students, he definitely showed improvements from his regular class work.

### ***Findings and Conclusion***

My end goal was to connect these ELL students to reading and writing. I gave each student the opportunity to have choice in their project and their book that they were assigned. I also gave my students an authentic audience for them to write to. Olinghouse's article gave many examples of studies that proved that audience made a difference, but also that audience made no difference. What I found with my three students was that audience did not seem to make a difference in their production of a writing piece. I only saw a great piece from Eric, and I believe that is because he really loves cars and was already knowledgeable about them. I think that the lack of better work from Blanca and Anthony came from their lack of background knowledge on the subjects of their books. I did my best to match a book to their interests, but I think that there could've been better books for them to read that they may have been more motivated to write about. I believe that choice is very important, so I could've chosen a few books based on their interests and allowed them to choose one among those few books. This may have enhanced their writing. Blanca and Anthony's lack of background knowledge could've been avoided if I had given them some additional prompting and research about the topics that they were reading and writing about. I assumed too much during this project, and I believe that it caused two of my students to lack growth. Overall, this project helped me grow as an educator by allowing me to see up close how much support ELL students need. I see how important pre-teaching can be, and even how the phrases that I use in my everyday speech can cause a student to misunderstand me. For example, when Blanca's task was to write a description of the events, she simply copied the website. I had to re-phrase what I said by telling her that it needed to be "en tus propias palabras"

(in your own words). This project really made me think about the fact that even in this setting where the students were able to read texts that interested them, they still struggled. How much more so will I need to support them when they are reading and writing about grade level content in the classroom on a daily basis? I now know that background knowledge, choice, interests, the way I speak, and knowing when to use technology will all truly effect how well my students will learn. I look forward to using this research in the future in my classroom. I believe that I have discovered some valuable information about how to teach ELL students that will help me effectively plan future interactions with ELL students.



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